



Accelerate People

**Reasonable Adjustments
and Special Considerations
Policy**

Document Control Information

Document Details	
Document Name	Reasonable Adjustments and Special Considerations Policy
Purpose of Document	To provide clear guidance on the steps required when a request for reasonable adjustments or special consideration are made for an End-point assessment (EPA)
Document Version Number	V5.0
Document Status	Live
Document Owner	Compliance
Next Scheduled Review Date	October 2024

Version History		
Version Number	Date Amended	Changes Made
V1.0	02/01/20	Document created
V1.1	23/09/20	Amended for logo
V2.1	28/10/20	Updated to include arrangements for special considerations and added matrix
V3.1	28/06/21	Additional guidance added in section 3.
V4.0	16/01/23	Policy updated to include guidance from IfATE, update to process, updated guidance for special considerations
V4.1	25/01/23	Updated to include specific instruction for submitting a Special Consideration request form
V5.0	September 2023	Updated to include the changes made by IfATE

This policy will be reviewed on an annual basis and, where appropriate, updated in response to input from consumers, results from internal and external monitoring arrangements, amendments in internal procedures, IfATE, Department for Education (DfE), and Ofqual (EQA) actions or where developments in legislation occur.

INDEX

INDEX

1. Purpose	3
2. Reasonable Adjustments	3
In the workplace	4
In training.....	4
In EPA	5
3. Acceptable Requests for Reasonable Adjustments	5
4. Extra Time Allowance.....	6
5. Requesting a Reasonable Adjustment	6
6. Upholding The EPA	7
7. Special Considerations	7
8. Requesting a Special Consideration.....	8
9. Review and Outcomes	9
10. Disclosure and Confidentiality	9
11. Record Keeping	9
12. Appendices	10
Appendix 1 - Reasonable Adjustment Matrix.....	10
Appendix 2 - Flowchart of Process.....	13

1. Purpose

Accelerate People have a duty under the Equality Act (2010) to make reasonable adjustments to ensure that learners with disabilities or physical or mental health conditions are not substantially disadvantaged during training, assessment or when doing their jobs. This policy will provide information on who may be entitled to a reasonable adjustment, or special consideration and must be read in conjunction with the Accelerate People Enquiries and Appeals policy, Adverse Effects policy and Equality, Diversity & Inclusion policy.

2. Reasonable Adjustments

A reasonable adjustment relates to an adjustment that helps to reduce the effect of a disability or a physical or mental health condition, which may place the learner at a disadvantage compared to others. Examples may include:

- A permanent physical impairment
- Behavioral, emotional, or social needs
- A sensory impairment
- Specific cognitive difficulties

Please refer to the Appendices for the Reasonable Adjustment matrix.

Employers and training providers **must** make reasonable adjustments to ensure learners with disabilities or physical or mental health conditions are not substantially disadvantaged during training, End point assessment (EPA) or when doing their jobs. This is a legal duty as part of the Equality Act 2010. The legal duty applies to:

- Employers
- Training providers
- End-point Assessment organisations (EPAO)
- Awarding bodies (for integrated mandatory qualifications).

Reasonable adjustments should be consistent across each stage of the apprenticeship and EPA. The reasonable adjustments should be the same as those made in the learners:

- Workplace
- Off the job training.

It is important that all organisations work together to ensure the correct reasonable adjustments are put into place at each stage. Within EPA, the EPAO makes the final decision on what reasonable adjustments are made.

During the EPA, the types of adjustments offered may include, but are not limited to, changes to elements such as:

- the location and timing of the assessment.
- the format, wording, or type of assessment activity.
- the availability of support personnel for additional needs.
- the availability of adaptive software or hardware, or specialist equipment.

It is important that reasonable adjustments **do not** affect the reliability or validity of assessment and they should not give the learner an advantage over other learners undertaking the same assessment.

More information on reasonable adjustments can be found on the Institute for Apprenticeships & Technical Education (IfATE) website: <https://www.instituteforapprenticeships.org/quality/end-point-assessment-reasonable-adjustments-guidance/>.

The following section outlines the responsibilities each organisation has in relation to the reasonable adjustments:

In the workplace

The role of the employer:

- Discuss with the learner the reasonable adjustments needed in the workplace. These discussions should happen as early as possible.
- Put in place the reasonable adjustments needed for the learner in their work. These may include making a change to the way things are done, making changes to any physical barriers, providing auxiliary aids that assist the learner.
- Pay for any reasonable adjustments required within the workplace. The learner may be eligible for support through [Access to Work funding](#).
- Support the learner in discussing reasonable adjustments with the training provider. The employer may wish to discuss what has been implemented in the workplace. The learner should agree to any information being disclosed.

Employers and learners may find [GOV.UK information on reasonable adjustments](#) helpful. The following sections of the EHRC website may also be helpful:

- [Employing people: workplace adjustments](#)
- [Reasonable adjustments in practice](#)

In training

The role of the training provider:

- Discuss with the learner the reasonable adjustments needed as early as possible. Where appropriate, the employer should support these discussions.
- Implement the reasonable adjustments needed for the learner in their off-the-job training. Where possible, and appropriate, these should be the same as those in the workplace.
- Fund any reasonable adjustments needed during off-the-job training. Support for these costs may be available through [Additional Learning Support](#).
- Notify the EPAO that the learner will need reasonable adjustments in EPA. This notification should be as early as possible. This should follow the EPAO's arrangements for reasonable adjustments.

In EPA

The role of the EPAO:

- Review the request for reasonable adjustments in line with their reasonable adjustment arrangements. Decisions should be confirmed as soon as possible.
- Where appropriate, discuss the adjustments in place in the workplace and off-the-job training. These discussions could involve the: learner, training provider, employer.
- Implement the reasonable adjustments needed for the EPA. Where possible and appropriate, these should be the same as those made in the learner's workplace and off-the-job training.
- Maintain records of any applications for reasonable adjustments and the decisions made. This should include the evidence used to support the application and decision.

Reference: Guidance from the Institute for Apprenticeships & technical Education (IfATE) website (<https://www.instituteforapprenticeships.org/quality/end-point-assessment-reasonable-adjustments-guidance/>) [Accessed 7th September 2023].

3. Acceptable Requests for Reasonable Adjustments

This process should begin as soon as the employer is aware that the learner is likely to need to access reasonable adjustments for the EPA.

In all cases the training provider, with input from the employer and the learner, must apply to Accelerate People for reasonable adjustments to be applied to the EPA. Evidence of the difficulty / disability will be required to support the application, along with evidence of any existing adjustments or additional support provided by the employer or training provider. All cases will be considered on an individual basis.

They should complete Accelerate People's Reasonable Adjustments application form and return via ACE360. A decision regarding reasonable adjustments will be confirmed within 10 working days.

We highly recommend that Reasonable Adjustment applications are submitted as soon as the employer and training provider are aware of the required adjustments, to prevent any delays to the Gateway process.

Applications for Reasonable Adjustments will be considered on an individual basis and decisions may vary according to the exact nature of the learner needs and additional and support required. All reasonable efforts will be made to accommodate reasonable adjustments in line with the guidance laid out below. Where there are exceptional circumstances, that cannot be funded through the agreed EPA cost, Accelerate People will work with the training provider to achieve the best outcome for the learner. Where significant additional costs are incurred by Accelerate People, we will work with training providers on a case-by-case basis.

Any reasonable adjustments granted must take into consideration any additional support that the learner has received from their employer and/or training provider during each stage of their apprenticeship.

An adjustment will not be considered reasonable if it involves a risk to maintaining the reliability or validity of the assessment, or if it is deemed to give the learner an advantage over other learners undertaking the same assessment or causes a serious safety hazard.

Accelerate People will also support the learner to ensure that:

- Learners are provided with the opportunity to demonstrate attainment against occupational competence.
- The EPA is reliable and will validate an individual's competence, skills, and abilities without compromise to the assessment.
- The EPA process is rigorous, comparable, and fair.
- The EPA activity is valid.
- Accelerate People are able to operate within available resources.
- Systems and time allow the use of commercially available mechanical, electronic or other aids to reflect the learner's normal ways of working and do not give the learner an unfair advantage.
- The EPA outcome can be assessed, moderated, and verified.

4. Extra Time Allowance

Extra time will be permitted, as appropriate to the learner in line with this document ensuring the learner is not disadvantaged in relation to other learners and remains comparable.

The standard extension time for EPAs is 25% and all requests for extra time will be considered based on the information and evidence supplied. Therefore, when calculating the amount of extra time given, all cases will be considered individually and will ensure that:

- The credibility of the assessment is maintained.
- The validity, reliability and integrity of the assessment is preserved.
- The learner is not given or does not appear to be given an unfair advantage over any other learner and all assessments remain comparable.

5. Requesting a Reasonable Adjustment

For a reasonable adjustment please complete the Reasonable Adjustment Request Form which can be found on our website or via the Knowledge Base on ACE360 along with the supporting documentary evidence. This can be uploaded into the shared documents area on ACE360.

Requests for reasonable adjustments must be made as soon as the employer and training provider are aware of the required adjustments, to prevent any delays to the Gateway and/or assessment process.

We do not require an additional application for a resit or retake, as previously approved reasonable adjustments will apply.

Failure to submit your request via ACE360 will result in any subsequent verbal/written requests outside of this process being denied. We would suggest that you submit the request when registering the learner, so we have sufficient time to accommodate your requests. We cannot accept requests on the day of the assessment.

6. Upholding The EPA

Reasonable adjustments should support the learner in showcasing their occupational competence. However, EPAOs must balance this with upholding the validity, reliability of the:

- Assessment methods.
- EPA Plan.
- Occupational requirements.

Additionally, the outcomes must:

- Meet the requirements of the occupational standard regardless of the process or methods used.
- Be as rigorously assessed as outcomes generated by other learners.
- Not provide an unfair advantage to the learner. This should be in comparison to other learners' undertaking the same EPA without adjustments. There should be no unfair advantage in relation to the grading of the assessment.
- Be able to be moderated and verified.

The process of considering reasonable adjustments must be rigorous and fair.

Where any concerns are raised against these requirements, further discussion may be required. To find a solution, the EPAO should discuss their concerns with the:

- Learner.
- Training provider.
- Employer.

Applying reasonable adjustments is a legal duty. The EPAO may only decline a request for reasonable adjustment when it is determined that the adjustment would not be a 'reasonable' one.

[The EHRC provides further information on reasonable adjustments.](#) This may be helpful to learners, employers, training providers and EPAOs.

7. Special Considerations

Special consideration is an adjustment that compensates learners who were suffering from an incapacitating illness or condition, or who suffered significant disadvantage at the time of the assessment, due to time away from the workplace.

For the avoidance of doubt, a special consideration should be applied when performance in an EPA is affected by circumstances outside the control of the learner, for example:

- Personal illness and/or injury (lasting seven consecutive days or more).
- Bereavement, personal circumstances causing serious disruption during the assessment (lasting seven days or more).
- Any other event outside of their control, dealt with on an individual basis.

Special considerations may be granted where events have affected the learner's ability to either undertake EPA or demonstrate their occupational competence.

Disability or existing conditions may not be used as the grounds for a special consideration, learners should request a reasonable adjustment prior to the assessment taking place.

Special considerations can be requested by the training provider (on behalf of the learner), the employer or a member of the Accelerate People assessment team.

A special consideration application, may, if successful, result in appropriate remedial action being implemented. These will always be considered on a case-by-case basis.

Special consideration will not be applied in the following circumstances:

- Part of the assessment was missed due to personal arrangements, including unauthorised absence and holidays.
- No evidence was supported by the employer/training provider indicating that a learner was affected by illness, injury, bereavement, or other indisposition at the time of the assessment.
- Difficulties experienced during the assessment that have not led to significant time out of the workplace or can reasonably be considered to have affected the outcome of an assessment.

The following examples reflect where special consideration may be applicable. Please note this list is not exhaustive:

- Incapacitating illness of the learner resulting in significant time away from the workplace.
- Serious injury affecting the learner.
- Terminal illness of the learner.
- Recent bereavement of a close family member.
- Terminal illness of a parent or dependent.
- Serious domestic crisis resulting in significant time away from the workplace.
- Flare up of congenital illness (for example asthma, diabetes, epilepsy).
- Physical assault trauma.

Each case will be treated on an individual basis and will not be taken as a precedent for other situations. The evidence required for a Special Consideration must include the following;

- A statement and/or evidence from the employer supporting the application.
- A statement and/or evidence from the training provider supporting the application.
- Medical documentation identifying the period of illness and/or injury (where applicable).

8. Requesting a Special Consideration

To request a Special Consideration please complete the Special Consideration Form either within 5 working days of the assessment, or when circumstances requiring a special consideration have occurred, which can also be found on our website or via the ACE360 Knowledge Base. This should be uploaded into the shared documents area on ACE360 with a follow up e:mail to compliance@accelerate-people.co.uk confirming submission of the request.

Requests for special considerations will not be accepted after the grading has been issued. Any requests outside of this timeframe may only be considered if they have completed an assessment where the results are available immediately.

We will acknowledge all requests and a decision will be communicated up to 5 working days after receipt of the request.

9. Review and Outcomes

The possible outcomes of a request for a Reasonable Adjustment or Special Consideration are:

- Approved
- Not approved

Where we have declined applications for reasonable adjustments or special considerations, in cases where you do not agree with the decision, the employer / training provider may submit an Enquiry within 5 working days of the decision being issued.

There are three stages in the enquiries and appeals process:

Stage 1: Informal Enquiry

Stage 2: Formal Appeal

Stage 3: Independent Review Panel (if the result from Stage 2 is contested)

Before submitting an Enquiry or Appeal, employers and training providers must have the learner's informed consent and ensure that the learner is aware of the potential outcomes and timeframes. For more information, please refer to the Enquiries and Appeals Policy.

10. Disclosure and Confidentiality

Information about the disability is deemed 'sensitive personal data' and therefore Accelerate People, the employer and training providers are required to process the information 'fairly and lawfully.'

Information will only be made available to those on a 'need to know' basis. This will include administrative staff, the Independent Assessor and any person required to assist during the assessment such as a scribe or sign language interpreter.

The Department for Education (DfE) and Ofqual may carry out periodic audits and may wish to see this information to ensure fairness and comparability is being applied. This information will be provided and disclosed on a request only basis.

11. Record Keeping

We will record and evaluate all requests, outcomes, and feedback. This information will ensure consistency over time and will be available to DfE, IfATE and Ofqual on request.

The Equality Act 2010 and GDPR requires that the information held is accurate, relevant, and up-to-date and should not be deemed 'excessive'. Information will be kept secure. We are required to keep information for six years after which it will be destroyed.

12. Appendices

Appendix 1 - Reasonable Adjustment Matrix

1. No known disability.
2. Cognitive processing needs such as dyslexia, dyspraxia, a need in executive function, visual processing speed, visual perception, literacy, numeracy, verbal reasoning, verbal memory, nonverbal memory.
3. Social/ communication need such autistic spectrum condition.
4. Long standing illness, such as cancer, epilepsy, Crohn's, IBS, Chronic Fatigue.
5. A mental health condition.
6. A physical need such as crutches or wheelchair user, arthritis, paraplegia, quadriplegia, cerebral palsy.
7. Hearing need.
8. Visual need.

Assessment Element	Reasonable Adjustment Code
Synoptic project	D
Case study	D
Project or Work-based project or Project proposal or Project & presentation	D
Knowledge unit tests	C
Technical test	C
Scenario demonstration & questioning	A, B, F
Presentation & questioning or Presentation & interview	E, F
Professional discussion (with or without an underlying portfolio) or Questioning or Interview	F
Simulated assessment	A, B
Practical assessment	A, B, F

Type of reasonable adjustment	Observation	Practical Skills Test	Test	Project	Presentation	Professional Discussion
	A	B	C	D	E	F
Extra time allowance	2,3,4,5,6,7,8	2,3,4,5,6,7,8	2,3,4,5,6,7,8	2,3,4,5	2,3,4,5,7	2,3,5,6,7
Scribe			2,6,8			
Reader			2,8			

Type of reasonable adjustment	Observation	Practical Skills Test	Test	Project	Presentation	Professional Discussion
	A	B	C	D	E	F
Personal assistant in attendance	2,5,6,8	2,5,6,8	2,5,8	2,5,8	2,5,6,8	2,5,8
Timed rest breaks	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8	2,4,5,6,7,8
Bathroom breaks	4,6	4,6	4,6	4,6	4,6	4,6
Voice explanation	2,8	2,8				
BSL interpreter + extra time	7	7	7	7	7	7
Assistive technology – voice recognition			2,4,6			
Assistive technology – screen reader			8			
Assistive technology – text to speech			2,4			
Flexibility with location				3,4,5,6	3,4,5,6	3,4,5,6
Flexibility of time of assessment	4	4	4	4	4	4
Flexibility within the method of assessment		6	3,4,5,6	3,4,5,6	3,4,5,6	3,4,5,6
Pre-recorded evidence / delivered by video link				2,3,4,5	2,3,4,5	
Permission to write notes						2,4,5
Permission to bring notes				2,4,5		2,4,5
Info presented in required			2,8			

Type of reasonable adjustment	Observation	Practical Skills Test	Test	Project	Presentation	Professional Discussion
	A	B	C	D	E	F
format – size, font style, colour						
Individual testing			3,4,5			
Paper-based option			2,4			
Supervised assessment taken at home			3,4,5,6			
Written questions to back up verbal					2,4,5,6	2,4,5,6
Rewording of questions / clarification if needed					2,3,7	2,3,7
Time allowance for processing verbal questions					2,4,5,7	2,4,5,7
Information presented in small chunks					2,4,7	2,4,7

Appendix 2 - Flowchart of Process

